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Our Bulletin

The editor again heartily thanks those who have so generously given of their time and talent to supply material for this and the next issue of the Bulletin. The response continues fine in the matter of furnishing interesting and helpful articles, but there is a great chance for improvement along the line of contributing small items, stray thoughts and suggestions. The editor would like to feel that all the members of the association have the Bulletin on their minds and regard it as their personal property, something that involves responsibility for care and improvement.

INTELLIGENCE, PROGNOSIS AND ELIMINATION TESTS

In the "Institute" and California Teachers' Association meetings recently held in Los Angeles, a great deal of attention was given to intelligence and special subjects tests. There is no question that the best of such tests have great value in determining the mentality, standing and proper placement of pupils, and there is also little doubt that such tests will be rather generally used in this progressive and enthusiastic land as a panacea for educational ills. Let such tests be given their due place, but, at the same time, let educational influences be brought to bear directly on the home and a greater measure of coöperation be secured between home and school. Let each child be prescribed for as an individual. Let his case be considered in terms of time available for school work, various forms of recreation, outside work for money, etc. Let loafers be tagged in some way, especially those who stand high in intelligence tests and who have been put in their proper classes. Let a rational schedule be made out for each child and let all due influences be brought to bear to help him keep to it.

Revenons à nos moutons. In regard to tests that apply especially to our work, the Wilkins "Prognosis Test in Modern Languages," with special reference to Spanish, seems eminently fair and wise. His "Elimination Test," given after four weeks of study, is of necessity not so infallible. However, it is easily capable of modification to suit the instruction given during this time. Such a test as Wilkins' can hardly be oppressive. On the other hand, we must not overburden a test and expect it to solve an undue proportion of our difficulties.

Greetings from the University of Mexico

The National University of Mexico sends greetings to the Modern Language Association of Southern California; also a special invitation to each and every member of said Association to attend the SUMMER SCHOOL SESSION of the UNIVERSITY OF MEXICO.

Those who had the opportunity to attend the courses offered by the Mexican University this past summer felt highly repaid and were most royally treated by the faculty of the University and the Mexican people in general.

President Vasconcelos and his staff of able professors are planning a much fuller and better course for the coming summer and they are expecting a larger attendance.

Sr. Tomás Montano, the Secretary of the Summer School, is to be in Los Angeles about the first of February, when he hopes to be able to meet the teachers of Modern Languages and personally extend to them an invitation to spend the summer vacation in the beautiful city of Mexico and avail themselves of the advantages of the Summer School courses. Sr. Montano will bring bulletins and full information regarding rates, credits, etc. The University is planning on giving free transportation from the border and return as it did this past summer.

The Mexican Government is turning to the teachers of the United States and seeking through their aid to establish friendly relations between the two governments. We cannot afford to fail to respond to their faith in us, their good-will and courtesy.

PHILANA BOSSUET.

M. L. A. Meeting

The December meeting of the Modern Language Association of Southern California took place on December 22, at the Apollo Café, whose management furnished us with a bountiful, typically French dinner and in other ways showed a generous hospitality. President Arthur B. Forster presided at the banquet and at the business meeting which followed. At this meeting the constitution was revised to provide for general meetings in April, October and at the time of the convention of the Southern Section of the California Teachers' Association. In another section provision was made for admitting as a component part of our Association the Los Angeles Chapter of the American Association of Teachers of Spanish, whose president will be ex-officio chairman of the Spanish Section. Teachers of French may organize in a similar way. A section was also adopted relating to affiliation with the "Association of Modern Language Teachers of the Central West and South." A committee was appointed to investigate the matter of intro-

ducing into California Modern Language tests similar to the Regents' tests of New York. Another committee was appointed to look into affiliation on the part of the Section with the Alliance Française. At this time the annual election also was held. The names of the members elected to serve as officers for this year appear on the third page of this issue.

After the business meeting, Professor Régis Michaud of the University of California gave a talk on "My American Experience in Modern Language Teaching." In this address Professor Michaud made a plea for closer cooperation between high school and university and a more thorough training of the students in French.

News Items, Spanish Section

The Los Angeles Chapter held a very pleasant social gathering at the Olive Street School on Saturday evening, December 3. There were about thirty-five present and a very enjoyable program was presented. After a social hour of chatting in Spanish, Mrs. López de Greene gave us some wonderfully attractive word pictures of typical scenes and incidents of Mexican life, omitting the conventional and recalling the picturesque and unusual elements that are always so intensely interesting in a trip to a foreign country. A game was played and later the company adjourned to a Spanish inn for refreshments.

There were present by especial invitation several members of the Centro Hispano-Americano, who brought us cordial salutations. On hearing the rather obvious objection to holding the Tertulia in a school-room, the president of the Centro, General J. M. Gutiérrez, very cordially offered us the use of the salones of the Club at 1924 S. Figueroa. The offer was gratefully accepted and we are planning to hold the next Tertulia there sometime in January.

On the 10th of December, the Centro gave a very fine literary and musical program, to which invitations were sent to most of our teachers of Spanish. Unfortunately these invitations arrived late, but several of our members attended and enjoyed a very elaborate and interesting program and were cordially welcomed by the members of the Centro. We think that this contact with the Spanish-speaking colony in our midst is mutually helpful. The Centro is composed of cultured people who are interested in our American ways as we are in theirs, and we hope that joint meetings of this sort may become quite frequent.

Mr. Samuel Vásquez has now ready the exhibit of Mexican Products on the fourth floor of the Realty Board Building, 631 South Spring street, and it is well worth the while of any teacher to visit and study this exhibit which is open to the public.

C. SCOTT WILLIAMS.

Step by Step

Progress in Modern Language teaching demands that we succeed in getting our material across to the pupil more quickly, more interestingly, more surely, and more completely than we have yet been able to do,—most of us. Classes remain too large in many cases, and our task is indeed a hard one. The limitation of time and the lack of limitation on size of classes makes many a good teacher despair of teaching the pupils "to speak the language, and to understand the spoken

word." The tendency to fall back upon Latin and Greek "grammatical drill and translation" methods still hampers many in their efforts to impart a knowledge of our *living languages*. And yet it seems as clear as day to many of us that no real progress will be made in Modern Language teaching until we do succeed in teaching living languages in a living way.

The Department of Modern Languages of the Los Angeles City Schools is doing all in its power to create among the teachers of French and of Spanish a zeal to progress farther and faster along this "*all-round*" road. To this end are we installing phonographs, to this end are we trying out the Galeno charts, to this end are we encouraging systematic foreign correspondence, to this end are we purchasing sets of "*Le Petit Journal*" and "*El Eco*" (both from the press of Doubleday, Page & Co.) to circulate among the classes, to this end are we furnishing printed grammatical questions in the vernacular to accompany the English expositions offered by our grammars, to this end are we experimenting with *printed translations* of text passages furnished by the teacher to the pupils after the given passages have been read and studied as French and as Spanish and in French and in Spanish. Step by step we are trying to progress in the right direction, in the direction that *living languages* demand us to progress.

As is to be expected, some teachers respond to these efforts most wholeheartedly, while others come from somewhere near Missouri. The fact is, however, that we do have teachers who not only believe in the theory of the "*all-round*" method, but who *make it work* exceedingly well. Since this is so, it only remains for the others to be shown the results and the details of the way. In time we shall all arrive.

It is the purpose of the Department to hold monthly conferences in French and in Spanish as soon as the pressure from other directions will permit the completing of arrangements. At these conferences it is hoped that more and more light will be thrown on the necessity for progress and on the possibilities which await the teacher who is striving keenly to put French or Spanish across more quickly, more interestingly, more surely, and more completely. And to these conferences all teachers of French or of Spanish will be most welcome.

CARLETON A. WHEELER, Supervisor.

Items

We are glad to call the attention of our readers to the "Socialization Program for Modern Language Study" put into successful operation by Mr. C. D. Chamberlin of the Santa Ana High School. Such laboratory practice as his students engage in kindles the greatest interest, promotes concerted effort and produces an excellent attitude toward the work.

Miss Katherine Kent of Jefferson High School has recently published another Spanish calendar. The proceeds from the Christmas sale of this calendar went to Jefferson High School, later proceeds will go to the Modern Language Association. Order direct from Bulletin office. Twenty-five cents each.

An unusually fine display of modern language material has been on exhibition since the beginning of "Institute" at Los Angeles City Modern Language Headquarters, Room 38, 451 N. Hill street. For this exhibit Supervisor Carleton A. Wheeler collected material from far and near. An extremely attractive Mexican "*Nacimiento*" has been much admired. This contribution is from the University of Southern California. A remarkable contribution of French war posters was

made by Mr. Sigurd Russell. Miss Mabel Gilbert of Boyle Heights Junior High School sent a charming collection of French children's books and calendars. Many colored pictures and photographs, relics, models of interesting objects and a great variety of other modern language material were to be seen.

The weekly "Causeries Françaises" are to continue throughout the year at the new meeting place, the Kanst Art Gallery, 826 S. Hill street. The entertainments are from 7:30 to 9:30 Monday evenings. On December twelfth Captain Paul Périgord spoke on "The French Policies at the Washington Disarmament Conference," and on December nineteenth Professor Régis Michaud delivered an address on Clemenceau. Mr. Sigurd Russell, who originated and conducts the meetings, presents most excellent programs. He is in close touch with the French colony and has a mailing list of more than two thousand persons who are interested in things pertaining to France and the French people.

Following are three of the January programs:

January 16—Tercentenary celebration of the birth of Molière.

January 23—M. Jules Violet will speak on the subject, "French as it is often spoken in foreign lands." A demonstration will also be given of how a language is taught with a phonograph.

January 30—The French Court of Foresters of America will be in charge of the program.

A school contest is being organized by the "Causeries Françaises" for students of fourth year French. Two prizes will be given at the end of each semester, one for composition and the other for a speech.

On the evening of December ninth a very enjoyable foreign language entertainment, "Foreign Frolics," was given at the Pasadena High School. The program was divided into three parts: Spanish, Latin and French. The Spanish part consisted of songs, dances, a whistling solo and a skit. In the Latin part, songs and classical tableaux were rendered and a play, "Exitium Caesaris," presented. The French part of the entertainment was a one-act comedy, "L'Anglais tel qu'on le parle," by Tristan Bernard.

The constitution of the Modern Language Association of Southern California will be published in full in the next issue of the Bulletin.

The French Colony of Los Angeles is responding very heartily to the various efforts which teachers of French are making to strengthen interest in French. The publishers of *Le Courrier Français* have recently offered to furnish each teacher of French in the Los Angeles schools with a copy weekly of this very live French publication to be distributed through the department office. The special Foch number, in blue ink, was a work of art and will be a prized souvenir in many school rooms.

Among the New Books

Primeras Lecturas de Español, by Carolina Marcial Dorado. Ginn & Co. XII+225 pp.

As the author states in the preface, this little book is intended for use as a first reader. It is divided into four parts—the text, 26 pages; music for the games and popular songs which appear in the text, 8 pages; exercises based upon each lesson, consisting of questions and exercises for grammar drill, 38 pages; and a vocabulary, 53 pages.

Unlike so many monotonous first year books, *Primeras Lecturas de Español* is interesting from the start. The text takes the varied forms of dialogue, narrative, anecdotes, a few simple poems and three one-act plays which the pupils may produce themselves. The accompanying illustrations are very attractive, giving to the whole a local color which makes it genuinely Spanish.

The plan of the book is systematically developed beginning with the simplest possible vocabulary and the use of the present tense and developing on through the past, future and subjunctive tenses. I question, however, whether this development is slow enough for a first year class. The past and future tenses are introduced as early as page 8 of the text and the present and past subjunctive on page 50, the latter occurring frequently in the last half of the book.

The book is well organized. It contains 29 pictures, 5 photographs and a map each of Spain and South America. The paper is good and the print large and clear.

MARGARET ROALFE.

Fraser and Squair's "New Complete French Grammar," which appeared in August of this year shows throughout a great improvement in at least one respect over the old "Complete French Grammar:" on account of coarser print and better spacing between the lines it is much easier to read. The material of the introduction and of Part II remains practically the same. The vocabulary and exercises of Part I have been thoroughly recast with the exception of exercises 40 to 51 which consist of anecdotes and lessons based upon them. A goodly number of attractive illustrations have been put into the new book and also several pages of "Useful Classroom Expressions." The French reader section of about 45 pages has been omitted from Part II of the new book. The exposition of grammatical principles remains practically the same throughout the book and in all cases the paragraph numbers have been retained. In the new book there are, all told, 573 pages; in the old, 557. Part I, with the irregular verbs, contains 250 pages. In the new book, the vocabularies occupy 70 pages; in the old, 82. The French-English vocabulary in the new book is 33 pages in length and in the old, 50 pages.

Exercises I-XXXIX of Part I have been rewritten by Professor A. Coleman of the University of Chicago. "In the Exercises an attempt has been made, in accordance with advanced methods of teaching, to provide an abundant and varied apparatus for oral practice and for training in accuracy of pronunciation, in writing from dictation, and in composition." In Part I of the new book the basis for the exercises is not a closely consecutive passage but rather a colloquial section which is usually somewhat loosely connected in thought. This permits a freer and more varied development of the drill work to follow. A great deal of attention is given to the verb. The vocabulary reviews constitute one of the valuable features of Part I. Used in connection with reading material, there is enough work in Part I to occupy the attention of the average high school class for three semesters.

Le Français pour Tous, Deuxième Livre, by Noëlia Dubrule. Ginn & Co. VIII+224 pp.

An unusually interesting and attractive book closely resembling the same author's "Premier Livre" which is already in use in the Junior High Schools of Los Angeles. Like the first book, this little volume would be an excellent rapid-fire practice book in high school work. In both books all of the material is interesting and there is considerable variety in its presentation. The author deserves great credit for having prepared two books of such excellence.

Première Année de Français, Méthode Directe de Français avec Notation

Phonétique, par Mme. Camerlynck et G. H. Camerlynck. Allyn & Bacon. IX+278 pp.

This book furnishes excellent drill in the most common expressions of everyday life. It contains a great number of illustrations. Its material is interesting in the extreme from the practical side. The lessons are not too long. It contains very good reviews. A great deal of attention is paid to pronunciation. It presents a collection of short poems and one of songs. From a mechanical standpoint the book is well made. With all these and other merits we regret that one serious defect is to be noted. Throughout the lessons the verb is not developed. Almost no sentences contain any verb forms but the present indicative and the infinitive. After a year's study of the book a pupil would not be able to understand the simplest narrative in which other verb forms were used. In France, where this book originated, this lack might not be a defect, if the book were used with young pupils, for French boys and girls would have abundant opportunity to remedy the deficiency. In our high schools we simply have not time to study tenses in this leisurely way.

Eight French Stories, by Edward Manley. Allyn & Bacon. Text 103 pages, notes and exercises 42 pages, vocabulary 72 pages.

This attractive little book contains the following stories: *La Dernière Classe* and *Le Siège de Berlin*, by Daudet; *La Pipe* de Jean Bart, Dumas; *Deux Amis* and *La Parure*, de Maupassant; *La Saint-Nicolas*, Theuriet; *L'Oncle et le Neveu*, About; *L'Héritage de l'Oncle Christian*, Erckmann-Chatrain. A great deal of work has been put into this book. The notes are numerous and the exercises rather comprehensive. In the latter, verb drill, questionnaires, English-French exercises, prepositions and pronouns are presented. It is pleasing to note that in this book as well as some other French story books real work has been done on something beside vocabularies.

The Survival of the Fittest

Universal education, as much as every individual can acquire, is undoubtedly the right of all our charges. Universal aptitude, the all-around ability, is rarely innate and still more rarely attainable. Even a modicum of intellectual capacity is not present as an aid to our labors with some. Nature's infinite variety of types is recognized and accepted in our relations with her in all lines of human endeavor, everywhere outside of the school curricula. And yet—to quote an ancient writer—"Are all apostles? Are all prophets? Are all teachers? Are all workers of miracles? Do all speak with tongues?" Why not frankly and kindly tell the student, after a fair test in the lower grades of our modern language work, that he would be wasting his time and that of the teacher by enrolling in the upper division classes; that there are many lines of work, in some of which he may even distinguish himself; that it is not a disgrace to discover lack of aptitude in some particular field while the range of human studies and interests is so wide?

Nevertheless, we pass students by the score into our advanced classes, students whose career in French or Spanish has been a labored and torturing succession of unsatisfactory cards and final marks of "C" grade. Why cannot such students be shunted off onto other courses more in line with their necessities and abilities, at least after two semesters of conscientious effort? The writer was one of several language teachers who, a few years ago, urged that a grade of "B" or final mark of "2" be made a pre-requisite for admission to third year modern language classes. This would eliminate practically all those who have proven immune to

foreign speech, while the few really promising "C's" who determined at all costs to go on might repeat a term and, having removed their deficiency, come on by the next train. The work in third and fourth year classes could be accomplished and would become really inspirational with the drag of the unprepared removed.

H. C. THEOBALD.

Formal Department Meetings of Foreign Languages

Last year there was begun in the Polytechnic High School of Santa Ana, California, a series of formal meetings for language teachers. As an auditor at these gatherings the writer received an inspiration which has been a large factor in helping him to awaken in his classes in Spanish a desire to know more of the history, literature, music and other features of the countries under consideration during the year.

Miss Lella Watson, head of the Language Department, found ready coöperation from all the speakers asked to contribute to the series. The topics were assigned months ahead, giving time to collect material of interest. We give the list of subjects with names of the speakers. Dr. P. Magnuson on "Psychological Elements Involved in Language Study;" Miss Bess Henry, "Psychological Tests for Students of Language;" Miss Helen Smart, "Spanish Art;" Miss Lella Watson, "French Opera" (illustrated by Miss Lalla Fagge on the violin, and Miss Lena Shepard, head of Music Department, giving piano and vocal selections); "Influence of the French Drama on English Literature," by Miss Agnes Campbell; "The Language Teacher," Principal D. K. Hammond; "A Day with a Roman Family," by Miss Anna Trythall; "Socialism in the French Drama," by Miss Irene Brooks; "Review of Benavente's Dramas," by Miss Mary Swass; and "Modern Tendencies in the Teaching of Latin," by Miss Josephine Arnoldy.

It will be seen from the list of subjects, that contributions to the program come from the English, Music and other departments, thus helping to coördinate the work of these with the language department. These formal meetings have a broadening influence and keep the language teacher in touch with outside affairs; they place before his mind the more scholarly aspects of teaching, and enable him to make a study of topics indirectly connected with his work.

The City Superintendent of Schools and High School Principal are showing their approval of the department-meeting programs by attending, while the presence of teachers from the Junior High School and Junior College indicates that we are all enabled to see each other from a vantage ground not possible in the "informal" department meetings held at irregular intervals.

C. D. CHAMBERLIN.

Membership for 1922

Following is the list of the teachers who have already paid the membership dues of the M. L. A. S. C. for the Calendar year 1922. All addresses are Los Angeles, unless otherwise stated. A star (*) marks the Associate members. A dagger (†) indicates subscribers to the Modern Language Journal.

Publication of name in the Bulletin list will serve as a membership receipt.

All omissions or errors should be reported at once to Bulletin headquarters, 451 N. Hill St., Los Angeles. *Also all changes of address.*

- | | |
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A Summer in Mexico

Everyone assures us that if we are going to write a book on Mexico the psychological time has come, since at the end of two months we know more about Mexico than we shall ever know again, even if we spend the rest of our lives there. After one has lived there for years he realizes how little he will ever know of the country and its fascinating people—he loves it and accepts conditions as they are without trying to understand them or change them, and therein lies part of the charm. So, since I have spent only a summer in Mexico, and am there—

fore still in the tourist stage, perhaps I can help you to see some of the things that form my pleasantest memories of that beautiful country.

Truly, Mexico is an enchanted land, wherein all sorts of interesting things may happen to one. We were sure of it when we reached the hot little station at Nuevo Laredo and were surrounded by the noisy cargadores shouting their numbers in our ears. Here we had our first chance to practice our Spanish on real Mexicans and find that we were readily understood. That, in itself, is an interesting experience when it happens for the first time, and very confidence-inspiring. The second step in our initiation came soon after we had left the custom house behind, when we were stopped by news of a burning bridge ahead and had to go ignominiously back again into Nuevo Laredo and spend the night in the station yard, to the accompaniment of much talking on the part of the soldier guards outside the window. By whom was the bridge burned?—Pues quién sabe señorita?

All the journey to the capital was a succession of interesting experiences. Even in the pathetic little villages of the desert the whole population would be waiting to see the train come in and to sell to the travellers something in the way of refreshment, usually slices of rather doubtful looking watermelon and the inevitable tequila and pulque, either by the bottle or in tiny pottery jarritas. About this time we still considered the iced tea that we could get from our own buffet more attractive. But when we reached the mountains the crowds of candy and fruit vendors with their wares piled high in great round trays on their heads found us easy victims. Even fried chicken and enchiladas proved attractive—the first time. The children in the car were charmed with the tiny chairs for their dolls woven out of straw, and picturesque little Mexican hats and canes. The rest of us felt more interest in the lovely rebosos and zarapes and opals in the matrix. Between stations we had the ever-changing mountain scenery to watch, with now and then a mine or the abandoned buildings of a once prosperous hacienda. Then, too, there was the fun of talking to the people in the car, who were so friendly and very willing to let the American señoritas practice Spanish on them.

Then came our arrival in the station at three o'clock in the morning. The Mexicans are always traveling, so even at that early hour the station was crowded with peones, the men with their gay zarapes drawn tightly up over their noses and the women with somber rebosos covering their heads—and all with that meek air of infinite patience so characteristic of the lower class. At first we were filled with consternation to find that there was apparently only one decrepit coche to take all of us and our mountain of luggage to our destination. But soon two Fordcitos came to our rescue and we were whisked off through the silent city. I say "whisked" advisedly, for no American pilot of a Ford could ever hope to compete with a Mexican at the wheel of his little taxi. And yet we rode many miles in Fordcitos this summer, in sunshine and in rain, in daylight and after dark, without a single accident, but many thrilling escapes.

And then our first morning in Mexico! We spent hours in dressing, for we could not tear ourselves away from our *reja* and the novel sights in front of the hotel. The man in the parkway making ice cream by whirling an open pail filled with a most peculiar mixture round and round inside of another larger pail containing ice; the carpintero building a little *puesto* in which to sell the ice cream, at the rate of a board every fifteen or twenty minutes; the tiny donkeys with their loads of carbón, the cargadores with their unbelievable loads supported only by their shoulders and the broad strap across their foreheads; the fruit and vegetable vendors with their huge, artistically arranged trays balanced on their heads and their high nasal song; the maids coming home from market with their baskets

balanced on one hip and modestly covered with an end of the reboso; the innumerable camiones with their funny names and their little conductors' constantly repeated: ¡Zócalo! ¡Zócalo!—all these things were so much more interesting than a mere breakfast.

The little party of four who traveled with Miss Forrester were so fortunate as to secure an apartment in the huge Edificio de Condesa almost at the gates of Chapultepec, and with windows facing the snowy volcanoes. This is one of the happiest memories we have of Mexico, and an example of the many things that came our way through the kindness of many friends of "tía mia," both foreigners and Mexicans, who adopted her "family" wholeheartedly. They were so eager to have us see Mexico at its best, its beautiful homes and gardens, its many places of historic interest; the foreigners because they love Mexico as their own country and the Mexicans because it was their home and, therefore, ours. In our comfortable apartment we could feel that we were really living in Mexico, too, and that it was truly our home. Our little Indian maid is one of the bright spots in our summer, also, and from her we learned much of the charming courtesy, patience, quiet humor and loyalty of the Mexican people, as well as a great deal about the delightful art of keeping house in Spanish.

These notes would not be complete without some mention of the work done by the summer school of the University of Mexico. It was their first attempt, and both professors and students were keenly interested in its success. Success is quite the right word to use, for it was a most successful experiment and one which will be strengthened by each repetition through the exchange of ideas between the teachers of both nations. Courses were offered in History, Literature, and Geography of Mexico, Conversation and Grammar, and Archaeology of Mexico. Our group found the last two most interesting and joined the throng that followed Professor Mena around the Museum each Friday morning, clutching our shopping bundles, the inevitable umbrella, notebook and pencil, but forgetting all such impedimenta in our absorbed attention to the remains of Maya and Toltec and Aztec civilizations.

We travelled about as much as we could in so short a time; to Querétaro, to Puebla, the city of churches and pottery; to Vera Cruz over the wonderful scenic railroad that takes one from the land of the maguey down through the banana, coffee and pineapple plantations to the home of the cocoanut palm; to Cuernavaca, most beautiful and lovable of all the towns of Mexico. When the time came to leave we consoled ourselves with the thought that we would soon return for a year of travel and study, and that we would spend our declining years with Miss Forrester in her "Home for Old Ladies Who Love Mexico" in San Angel.

NANETTE AIKEN.

Salesmanship as Applied to the Teaching of Modern Languages

The methods of several most successful and very interesting salesmen with whom I have had recent contact impressed me so forcibly that I set about striving to discover how they might be applied to our own work of modern language teaching. I was surprised to find that most of the methods that make for efficiency in that important field of endeavor in the work of the world are equally applicable to our own and provide some very important elements in success in this field as well.

As I studied these men I suddenly realized that we too are salesmen and of wares of far greater importance than any in the material world. With this premise then as our basic thought it behooves us to study the world of salesmanship, to compare it with our own, and to apply efficiency tests, appropriating to our own use any of the ideas that might tend to shorten our tedious and most difficult journey toward the destination of our hearts' desire—results that proclaim our successful service to the world of to-day.

We whose business it is, then, to "sell" modern languages must realize that a very grave responsibility rests upon the salesman. Unlike our confrère in the commercial world who must needs go forth and seek his clients, ours are handed to us in groups, some large and some small, and the successful manipulation of these groups rests almost entirely with us. To be sure, we have little or nothing to say of the personnel of these groups, and they may include many to whom the sole attraction of the course lay in the promised reward at the end of a certain time of some easily won credits for work but indifferently performed, yet we may not, dare not, sit at ease and content ourselves with giving these clients of ours this very inferior article when we might arouse in them a burning desire for something of real value, even though at a greater expenditure of time, energy and effort.

If we would be superior salesmen, we must realize that usually we shall be forced to win our client, for perchance he has heard but little of our proposition; or it may be that through ignorance of anything better, he is content with present methods and results; or he may even be prejudiced against us and what we have to offer. Our task must be to find a way of arousing this new interest on the part of our client or of changing his point of view or of altering his convictions.

First we must attract his attention. How? By beginning our work in such a way as to arouse his curiosity and thus gain an entrance to his interest, which is a vitally important element in success. It matters but little how strong the rest of our work may be if we fail to arouse our client's interest at the outset.

All good salesmen know that nothing is so interesting, so important to the prospective buyer as—himself! Hence, it is our duty to show him the superiority of our article in its relation to him, the individual. He must be convinced of its supreme value to him personally; he must be made to see that the greater expense involved brings its own manifold rewards.

Sometimes we may even have to appeal to his mercenary instincts, for people in every walk of life not only desire to make money but must do so. And if we must stoop to the use of this very crude and vulgar instrument, let us always remember that it is but a wedge to force our entrée to an interest in and a desire for something far finer.

We must ever remember that as human nature always resents being driven, it will be incumbent upon us to rely upon the art of suasion to secure and to hold the attention of those whom we would interest. But even persuasion must be used cautiously. The tactful salesman knows well how to disguise his own efforts in such a way that the client feels that he is acting on his own volition when he is preparing a difficult paper daily, or when he requests the privilege of repeating a course in order to get the content, with no thought of credit.

The primary factor in a salesman's success is his genuine belief in his article or proposition. Did you ever hear of a salesman, good, bad or indifferent, who wondered at the popularity of his own wares? And yet there are modern language teachers who publicly voice their own surprise at the demand for the very language which they are teaching! A salesman who would be guilty of any such faux pas would soon jeopardize his position. Perhaps the day will come when some such

punishment will be meted to those within our ranks who thus display their own ignorance of a world demand.

Our successful modern language teacher must believe that the language that he is offering to his classes is not only the most beautiful foreign language extant, but it is the most useful and practical, as well as the richest from the point of view of literature, history and art. He must be convinced that the mastery of its grammar is quite as great an achievement as is the mastery of any other subject. He must believe in its usefulness to such a degree that his enthusiasm and interest will become contagious and will be transmitted to all who come within the radius of his influence.

If we modern language instructors would put into our work but a fraction of the "punch" that the salesman puts into his, we would be astonished at our results. But the salesman knows that his salary and success are commensurate with his results in convincing the world of the superiority of what he has to offer, while our salaries are ours even though our results be but negligible. Perhaps we too might be more zealous in our efforts to achieve, if we knew that the size of the figures on the monthly warrant depended upon our visible results!

The successful salesman always looks upon himself as an altruist, as one of the great present-day benefactors of mankind, and he tactfully gives the same impression to his clients. If we could but make our students feel that their opportunity in our classroom is a very rare one, a real privilege, much of our laborious detail work would soon be eliminated, for the world is ever seeking privileges while it shuns and abhors tasks.

The efficient salesman is ever tactful, and tact has for its foundation stone, courtesy. If we would create in our classrooms the same atmosphere of courtesy with which the successful salesman surrounds himself, our difficulties would be lessened most materially. The Spanish proverb which says that "courtesy is the oil that lubricates society's wheels" is thoroughly understood in the business world, and we would do well to apply it unreservedly to our work.

Finally the salesman knows his work. As I followed closely the exposition of his product by a super-salesman, I was impressed not only by his knowledge of his subject, but also by his understanding of psychology and of economics and of his masterly application of both to the work he had in hand. The questions he had to answer led him far afield, but he was ever ready with his replies, which were always to the point and satisfactory to his interrogators. He had studied his article from every angle; he had statistics at his tongue's tip; his interest was just as keen, his arguments were just as convincing as if the prospective sale had involved thousands instead of a few hundreds of dollars. May we not then get a glimpse of the vision of this splendidly informed man of keen mind, charming manner, convincing argument, and consummate belief in his work?

Let us like Mary of old keep all these things in our hearts and ponder them, and then perhaps our classrooms will no longer be the dismal, uninteresting spots where we must perforce spend a part of each day with a matter in which we have little or no interest, but will be transformed into busy centers of wide-awake, intensely interested folks rejoicing in the opportunity and privilege of expending energy and efforts on matters of paramount importance to them.

ROSALIE GERIG EDWARDS, San Diego, Cal.

EDITOR'S NOTE: On reading Mrs. Edwards' article, the editor speculated somewhat about what should be done to extricate from his dilemma the teacher who devotes himself to the work of teaching two foreign languages. He finally gave up the problem, as it seemed impossible for the same person to believe each of two languages the most beautiful, useful and practical of all foreign languages, as well as the one most important from the viewpoints of literature, history and art.

Quoi lire?

Nos amis, soucieux de pénétrer plus à fond l'esprit de France, demandent une orientation sûre pour leur étude personnelle. On ne trouve ici rien à lire: la plainte est mal fondée. De Hugo à Rostand, de Béranger le gai au plaintif Pierre Loti, tout le siècle dernier débordé sur notre continent. La pensée moderne nous arrive de là-bas avec la Revue des deux Mondes, les Annales, la Revue Bleue, l'Illustration, Fémina, le Rire, le Sourire, les Modes Parisiennes; les journaux nous la donnent aussi avec Le Matin, l'Echo de Paris, l'Humanité, édités à Paris, Le Courrier des États-Unis, publié à New York, mais c'est de livres que nous voulons parler, et de livres solides. Comment en faire une sélection, sinon savante, du moins judicieuse et utile?

Les oeuvres et les ouvriers d'art, de littérature, de science, de philosophie qui, au fil du siècle, ont contribué à la formation du penseur français, à l'élévation de son caractère, voilà, ce nous semble, l'objet nommé de notre attention.

Troublez, si vous voulez, le sommeil du grand Siècle, du siècle de Louis xiv, du dix-septième enfin; mais ce colosse dort bien loin de nous. Plus tard, nous admirerons, avec l'élite littéraire, Bossuet, Fénelon, La Fontaine, Racine, Molière, La Bruyère, dont la langue reste plus jeune encore que celle de Corneille, de Pascal, de Descartes, de St. Simon.

Le dix-huitième, siècle, plus populaire, est déjà plus proche de nous, mais Voltaire, Jean-Jacques Rousseau, Diderot, les autres Encyclopédistes, sont des philosophes, avant toute autre chose, et leur esprit frondeur, en religion, pourrait choquer, chère puritaine, votre candeur naïve. Le Paul et Virginie de Bernardin de St. Pierre, dans "les Etudes de la Nature" mérite, par une langue simple qui n'a pas vieilli, de detenir votre haleine.

Après la Révolution française de 1789 qui a brisé les règles et secoué les vieux moules, Madame de Staël vous offre, entre autres, De l'Allemagne; Châteaubriand, le Génie du Christianisme, les Martyrs, ses peintures dans Atala, le dernier des Abencérages, d'une Amérique tout irréaliste, en musicien qui s'endort, tant son chant est douce. Je passe son René, émule du Werther, de Goethe, et du Manfred de Byron; on ne peut tout citer. J'évite même Lamartine et son Jocelyn, même Victor Hugo et Musset, et Vigny et Gautier de la grande école romantique, en tant qu'ils appartiennent au royaume des vers. Mais leurs oeuvres en prose.

Seront mets

Pour gourmets.

En prose, n'oubliez pas, à leurs côtés, Lamennais, Renan, Taine, Michelet. Lamennais avec "Les paroles d'un Croyant, Renan avec sa Vie de Jésus, Taine avec son Histoire de la littérature anglaise, Michelet avec son Histoire de France vous enchanteront, à coup sûr. Vous charmera de même la prose lapidaire de Théophile Gautier dans son Voyage en Espagne. Faut-il lire Stendhal, autrement dit Henri Beyle? A vous de voir. Mais laissez, vers le milieu du siècle, Le Conte de Lisle, Beauclaire, Verlaine; Parnassiens après Gautier, placés entre les Romantiques et les Symbolistes, ces poètes excellents sont faits de pur rayon et le lecteur qui assure: "Le moindre grain de mil fera mieux mon affaire," le lecteur, dis-je, qui décidément préfère la prose reprend, au cours du siècle, le roman. Dès le début, le magistral roman "Notre Dame de Paris" frappe son regard par sa longueur. Puis Prosper Mérimée se montre sec dans "Colomba," histoire pourtant intéressante de vendetta corse. George Sand lui plaît mieux. Les manières d'écrire sont toutes trois excellentes. La comédie humaine de Balzac est moins pure de style et Alexandre Dumas sent trop le roman-feuilleton. Ses énormes fantaisies ont, par contre,

le talent de plaire à l'Anglo-Saxon. Il faut lire, avant tous ceux-là, Gustave Flaubert; sa langue est attique dans "Madame Bovary" et "Salammbô."

Nous touchons aux environs de 1850. Cette fin du dix-neuvième siècle est proche de nous; c'est là, surtout, que doit porter, chère lectrice votre effort.

Le lyrisme de la première moitié du siècle qui étendait ses branches sur tous les genres reflue à ce moment et la littérature française, à l'exception du grand lyrique, Edmond Rostand, dans *Cyrano de Bergerac*, l'*Aiglon*, *Chantecler*, repart en deux courants distincts: le Roman, le Théâtre.

Des deux genres, c'est le premier, le Roman, qui nous offre les plus belles oeuvres, les plus nombreuses aussi. Comme Hugo représente le romantisme, Zola incarne le naturalisme. L'oeuvre de Zola est imposante. Sa trivialité, parfois, déplaît au délicat. Maupassant, plus voilé, se montre plus artiste. On ne peut pas dire, pourtant, que le peintre de la Terre, des Rougon-Macquart, de Lourdes, de Paris et de Rome ait fait école. La liberté chantée réveille un homme libre et, pendant que le roman réaliste descend à la trivialité des "Casques d'or," les bons auteurs s'affirment eux-mêmes, chacun sur son sommet: Alphonse Daudet avec ses "Lettres de mon moulin," Loti avec "Pêcheur d'Islande," Droz avec "Monsieur, Madame et Bébé," Hector Malot avec "Sans famille," Henri Lavedan avec "le Vieux marcheur," Huysmans avec sa "Cathédrale, Là-Bas, En Route," Octave Feuillet avec "Le Roman d'un Jeune homme pauvre," Edmond About, G. Ohnet, E. Rod, Paul et Victor Margueritte, Gyp, François Coppée, pour ne citer que les noms. Erckmann-Chatrian avait donné un récit intéressant de la guerre de 1870.

Du dehors, on traduisait la "Résurrection" de Tolstoï, les livres de Maxime Gorki, les romans de Sienkiewicz; le chant oriental d'Omar Kâyâm. Les poèmes en prose de Rabindranath Tagore, couronnés par le prix Nobel, réveillent chez l'Occident qui se meurt un rayon de vie neuve.

La critique littéraire ne peut manquer de représentants en cette époque d'écrivains conscients et personnels: Sainte Beuve, Jules Lemaitre, Emile Faguet, Lanson, Doumic s'en passent le flambeau.

Tout près de nous, maintenant, écrivent Maeterlinck, Bourget, Barrès, R. Bazin, A. France, Murger, Willy; chacun de ces grands maîtres a les mains pleines de bonnes choses. Et depuis 1910 jusqu'à cette heure, soucieux de l'avenir de la nation, de la race, tous très intéressants, Chantepleure, Henry Bordeaux, Romain Roland, Le Goffic, Laboulaye, Lintilhac.

Les psychologues de Los Angeles aimeront Bergson. Einstein, qui avec sa relativité du temps et de l'espace, continue la conquête de la terre après Berthelot, Pasteur, P. Curie est, direz-vous, trop allemand, trop homme de science pour nous. A vos souhaits, mais la littérature se rapproche de plus en plus de la science et, peut-être un jour s'apaiseront les haines politiques. On s'est empressé de le traduire en France.

Dans l'embarras du choix, il est de bon conseil de lire les oeuvres couronnées par l'Académie française. Gardez-vous surtout des Paul de Kock et des romans-feuilletons à la Xavier de Montepin.

A côté de cette floraison imposante de romans, ou chaque auteur affirme sa personnalité, suivant en cela une tendance bien moderne, le théâtre, aux environs de 1850 et depuis, devient une scène d'idées, une tribune sociale. De romantique, le théâtre se fait utile—ainsi le nommé Alexandre Dumas fils, qui l'inaugure avec Emile Augier. A lire du premier la Question d'argent, le Demi-Monde; de l'autre, Le Mariage d'Olympe, Les Lionnes pauvres. Hugo avait donné avec Zola, dans la première moitié du siècle, l'exemple de l'apostolat social; ces unités éparses se

multiplient mais presque exclusivement sur la scène. Henry Becque, avec "Les Corbeaux," "Michael Pauper" pose l'ouvrier européen aux prises avec la vie. Le ménage à trois, l'amour libre, l'adultère montent, comme des problèmes, du sein de la nation et voici des oeuvres comme "l'Affranchie" de Maurice Donnay, "La Clairière" de Lucien Descaves, "La plus faible" de Marcel Prévost. La république, après '70, lutte pour son établissement; bientôt établie, elle incline à la démocratie; les partis socialistes grandissent en audace et là-dessus se montent le "Député Leveau" de Jules Lemaître, le critique devenu dramaturge, l'Engrenage de Brieux, la Poigne de Jean Jullien, collaborateur d' Antoine à son théâtre libre, "une Journée Parlementaire" du député batailleur et du psychologue avisé, Maurice Barrès, les songes utopiques d'Urbain Gohier dans "le Ressort."

L'Antisémitisme, fomenté par la Libre Parole de Drumond, portera à la scène, O sottise! le "Retour de Jerusalem" de Donnay, l' "Oasis" de Jullien, "Après moi" de Bernstein.

La classe aristocratique, décharnée, ombre d'elle-même en face du Fait Républicain nous est montrée dans "les Rois" de Lemaître, "les Fossiles" de François de Curel, "les deux Noblesses" de Lavedan.

Le tiers-état devient tout, suivant le mot de l'orateur révolutionnaire de 89, Mirabeau. Le voici au vif dans "Le Mariage d'Argent" de Bourgeois; le voici, victime du pauperisme, dans "Le Bienfaiteur" de Brieux, victime de l'alcool dans "l'Assommoir de Bussnach," qui copie le roman du même nom de Zola. Brieux l'étudie plus bas encore dans les "Avariés."

Continued in the April Issue.

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A todos que usan armas quieren los guardias prender; cierra los ojos, morena, que te prenden, si los ven.

Si el querer que puse en ti lo hubiera puesto en un perro, se viniera detrás de mí.

¿Sabes tú lo que recuerdo de nuestro primero amor? Los pasteles y bombones que por tonto pagué yo.

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